

Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at Patten University

Professional Services Division

March 16, 2009
Overview of this Report

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This agenda report includes the findings of the accreditation visit conducted at Patten University. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation of **Accreditation with Stipulations** is made for the institution.

Common Standards and Program Standard Decisions For all Programs offered by the Institution

	Met	Met with Concerns	Not Met
1) Educational Leadership	X		
2) Unit and Program Assessment and Evaluation	X		
3) Resources	X		
4) Faculty and Instructional Personnel	X		
5) Admission	X		
6) Advice and Assistance	X		
7) Field Experience and Clinical Practice	X		
8) District Employed Supervisors	X		
9) Assessment of Candidate Competence	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Multiple Subject, with Internship	21	16	4	1
Single Subject, with Internship	21	15	5	1

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Self-Study Report
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

**California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report**

Institution: Patten University

Dates of Visit: March 1-4, 2009

Accreditation Team

Recommendation: Accreditation with Stipulations

Rationale:

The unanimous recommendation of **Accreditation with Stipulations** was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, graduates, and local school personnel; along with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards - The team reviewed all nine Common Standards and found that all Common Standards are Met.

Program Standards – For the Multiple Subject Program, 16 Standards were Met, one standard was Not Met: 17: Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence, and four standards are Met with Concerns: 8: Pedagogical Preparation for Subject-Specific Content Instruction by Multiple Subject Candidates; 14: Preparation to Teach Special Populations in the General Education Classroom; 19: Assessment Administered for Validity, Accuracy and Fairness; 21: Assessment Administration, Resources and Reporting.

In the Single Subject Program, 15 Standards were Met, one standard was Not Met: 17: Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence, and five standards were Met with Concerns: 4: Pedagogical Thought and Reflective Practice; 7B: Single Subject Reading, Writing and Related Language Instruction in English; 8: Pedagogical Preparation for Subject-Specific Content Instruction for Single Subject Candidates; 14: Preparation to Teach Special Populations in the General Education Classroom; 19: Assessment Administered for Validity, Accuracy and Fairness; 21: Assessment Administration, Resources and Reporting.

Overall Recommendation –

Based upon the team findings that there are two Program Standards in the Multiple and Single Subject Programs that are not met, four standards in the Multiple Subject Program that are Met with Concerns and five standards in the Single Subject Program that are Met with Concerns, the team recommends an accreditation decision of **Accreditation with Stipulations** for Patten University and its credential programs.

Following are the Stipulations:

1. That the institution provide evidence that a comprehensive policies and procedures manual is developed which includes checks and balances for decisions related to completion of basic skills and subject matter competence prior to student teaching.
2. That the institution provide evidence that subject specific content connected to state-adopted framework competencies is explicitly and systematically addressed in coursework and fieldwork by Multiple and Single Subject experts in that field.

On the basis of this recommendation, the institution is authorized to recommend candidates for the following Credentials:

Initial/Teaching Credentials

Multiple Subject

Single Subject

Multiple Subject

Single Subject

Multiple Subject Internship

Single Subject Internship

Staff recommends that:

- The institution's response to the preconditions be accepted. A few irregularities were noted regarding candidates passing both the basic skills and subject matter examinations prior to student teaching or being placed as an intern. Staff suggests that Patten University provide detailed information on each candidate's examinations during the 2009-10 year.
- Patten University be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Patten University continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

Team Leader:

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Common Standards Cluster:

Virginia Matus-Glen

Lake Tahoe Unified School District (Retired)

Basic/Teaching Programs Cluster:

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Staff

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Documents Reviewed

University Catalog
Institutional Self Study
Course Syllabi
Candidate Files
Fieldwork Handbooks
Follow-up Survey Results
Needs Analysis Results
Field Experience Notebooks
Schedule of Classes

Advisement Documents
Faculty Vitae
College Annual Report
College Budget Plan
Biennial Report
TPA Candidate Handbook
Portfolio Assignments
2008-09 Student Planners

Interviews Conducted

	Team Leader	Common Standards	Basic/ Teaching Cluster	TOTAL
Program Faculty	1	4	12	17
Institutional Administration	11	4		15
Candidates	1		25	26
Graduates	4	6	8	18
Employers of Graduates		4		4
Supervising Practitioners	1	4	5	10
Advisors	1	2	2	5
School Administrators	5	6		11
Credential Analysts and Staff			1	1
Advisory Committee		5	1	6
University Supervisors			6	6
Librarian			1	1
Registrar			1	1
TOTAL				121

Note: In some cases, individuals were interviewed by more than one cluster (especially faculty) because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background information

Patten University was founded in 1944 as the Oakland Bible Institute. In its early years, the academic focus of the college was Christian ministry and service. In 1960, as a result of the growth and progress, the college expanded, moved to its present location in Oakland and was renamed Patten University.

Patten University is a Christian, liberal arts institution that draws its faculty and students from diverse racial, ethnic and cultural backgrounds. The main campus of the university occupies two square blocks in the culturally diverse Fruitvale District and enrolls under 300 students. The university mission is “to provide an excellent education on the undergraduate and graduate levels that integrates growing faith and quality learning to inspire and equip men and women for Christian ministry and service to effect community and global transformation.”

Patten University continues its founding mission to help students prepare for a life of leadership and service and offer programs that include biblical studies and Judeo-Christian values and ethics. Although Patten University continues to emphasize bible and church-centered ministries, options have been created for students whose career interest lie in fields other than professional ministry. In addition to programs offered with a ministerial focus, Patten University also offers a Masters of Arts program in Education and Multiple Subject and Single Subject Teaching Credential Programs. The Multiple and Single Subject programs offered by Patten include internship options. Early Completion Internship Options are offered for Multiple Subject candidates and Single Subject candidates seeking an English, mathematics or science authorization.

Education Unit

Patten University has been authorized by the Commission on Teacher Credentialing to offer Multiple Subject and Single Subject programs for over 20 years. The mission of the Patten University credential programs is consistent with the mission upon which Patten University is based. The goal of the teaching credential programs is to prepare teachers who strive for academic excellence, have the ability to reflectively analyze their teaching practices and continue to develop professionally throughout their teaching career.

The Patten University Division of Education is administered by the Associate Dean of Education who has primary responsibility for oversight of faculty needs, program development and change, curriculum development and policy development for admission and graduation. The Division of Education shares four full-time university instructors and includes 10 adjunct faculty. Courses are typically small which allows for a close interaction between candidates enrolled in the various university programs and instructional staff.

As of fall 2008, the Multiple Subject and Single Subject Credential Programs offered by Patten University include forty credential candidates who are enrolled as part-time and full-time teaching credential candidates. Thirty-one candidates are currently enrolled in the traditional teacher preparation program and nine candidates are enrolled in the internship option. No Early Completion Option candidates are enrolled at this time.

Table 1
Program Review Status

Program Name	Program Level	Number of program completers (2007-08)	Number of Candidates Enrolled or Admitted	Agency or Association Reviewing Programs
Multiple Subject, with Internship	Initial	9	31	CTC
Single Subject, with Internship	Initial	2	9	CTC

The Visit

The visit to Patten University began on Sunday, March 1, 2009 at noon. Team members met at the hotel for a team meeting and to begin preparations for the visit. A Patten University shuttle picked up team members and transported them to the university for an orientation to the document room. Following the orientation, the university held a reception during which team members met the Vice President of Academic Affairs, other university administrators and

faculty, local education agency partners, candidates and program graduates. On Monday morning, a university shuttle transported team members to the university. Data collection began on Monday morning with team members traveling to school sites, conducting onsite interviews, telephone interviews and reviewing documentation. Team members continued their data collection on Tuesday. On Tuesday morning the team lead and Commission consultant presented the Mid-Visit Report to the Associate Dean of the Education Division. On Tuesday evening the team met to discuss all standards to determine whether or not all standards were met. Consensus was reached on all standard findings and an accreditation recommendation. The Exit Report was held on Wednesday, March 4, 2008 at 1:00.

Common Standards

Standard 1: Educational Leadership

Standard Met

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Findings

The vision of the Education Division for the credential program is well articulated to teacher candidates, faculty and support providers. The vision is reflective of California's adopted standards and curriculum frameworks.

Student and faculty handbooks contain clear reference to the vision for the education unit and this vision informs the entire program.

There is evidence of active involvement of all stakeholders including the Advisory Committee. School site administrators, University faculty, and University and District support staff are all represented and participate in the organization, coordination and governance of the teacher preparation program.

The leadership of the Education Division works closely with colleagues within the Division and across the university to plan, adapt and carry out the programs. They have the authority and institutional support to create strategies to meet the needs of all areas of the program.

The Education Division has implemented a credential recommendation process and monitors that process to ensure that credential candidates have met all requirements before being recommended for a credential.

Standard 2: Unit and Program Assessment and Evaluation

Standard Met

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program complete performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

Findings

The Education Division has implemented a system of assessment and evaluation that ensures ongoing program and department improvement. There is evidence that the Education Department is collecting, analyzing and utilizing data on the competency of teacher candidates and graduates.

Assessment of Education Division programs includes ongoing data collection related to candidate qualification and proficiencies as well as overall program effectiveness. This data is then used as either as reinforcement of program effectiveness or to guide program improvement.

Standard 3: Resources

Standard Met

The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

Findings

The leadership of the Education Division assesses program needs and meets with the appropriate institutional representatives to secure adequate budgetary resources. Faculty have the facilities and other resources necessary to prepare candidates to become teachers who meet state adopted standards.

Both credential programs consistently receive sufficient resources for operation. These resources adequately support the coordination, admission, advisement, curriculum and professional development, instruction, field based supervision and assessment of teacher candidates.

Information resources and related personnel are available to meet program and candidate needs.

Standard 4: Faculty and Instructional Personnel

Standard Met

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

Findings

There is evidence of criteria in place for the selection and assignment of personnel to teach all courses, to provide professional development, and to supervise field experiences in both credential programs.

Evidence shows that instructional personnel and faculty are knowledgeable of current trends in the content they teach. Most are active practitioners in the field of education and understand the context of public schooling. They model best practices in teaching and learning, scholarship and service.

Interviews and staff lists show that program faculty are reflective of a diverse society and the local community as a whole. Staff are knowledgeable about diverse abilities, culture, language, ethnic and gender diversity.

Faculty are knowledgeable in the academic standards, state frameworks, and accountability systems that are employed in California public schools.

Program faculty and administration meet and collaborate regularly with P-12 colleagues and partners. They actively participate as members of the broader, professional community to assure a quality credential program, improve candidate teaching and learning.

The Education Division has established a system for regularly evaluating the performance of course instructors and field supervisors. They retain only those who are consistently effective in these roles.

Standard 5: Admission

Standard Met

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Admission criteria are well defined and effectively presented and explained to prospective students. Practices are in place to ensure that candidates complete all Commission adopted admission requirements. Multiple measures are used in the established admission process. This encourages and supports applicants from diverse backgrounds.

The Education Division monitors credential applications and assures that candidates have the appropriate prerequisite experiences and personal characteristics that would prepare them to be effective professional educators.

Standard 6: Advice and Assistance

Standard Met

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

Findings

Interviews and staff lists show that qualified department staff are assigned and readily available to advise applicants and candidates throughout all phases of the program. They provide advice regarding their professional, academic and personal development as well as each candidates professional placement, and candidates and graduates repeatedly mentioned this as a strength of the program.

Each candidate is presented with a handbook, which clearly explains the program requirements. This information is accessible to each candidate to guide their attainment of all program requirements.

The education faculty meet regularly to discuss candidates and their progress through their programs. They provide support and assistance when necessary and only retain candidates who are suited for entry or advancement to the education profession.

Standard 7: Field Experience and Clinical Practice

Standard Met

The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.

Findings

The Education Division has designed an effective sequence of field based and clinical experiences to allow candidates to develop and demonstrate the skills necessary to become successful and effective teachers. The Education Division and its partners regularly evaluate the implementation of the field experiences. This allows them to monitor student knowledge and skill levels and provide necessary support so that P-12 students meet state adopted academic standards.

Meeting minutes and interviews conducted with stakeholders indicate that for both credential programs, the Education Division collaborates with its partners regarding the criteria for selection of school sites for field experiences. They also assure that effective site-based personnel are supervising the student field experiences.

Field experiences are specifically selected to assure that all students have opportunities to understand and address issues of diversity that affect school climate, teaching and learning and to help candidates develop strategies for improving student learning.

Standard 8: District-Employed Supervisors

Standard Met

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

Findings

The Handbook for Teacher Candidates and Support Providers shows that the criteria are in place to assure that district-employed supervisors are appropriately certified and experienced to

perform these supervisory services. Division leadership monitors this process. The handbook also contains the process and criteria for selecting district supervisors who are knowledgeable and supportive of the academic content standards for students. Historically, training of District Field Supervisors has been inconsistent. Recent procedural changes appear to have addressed and resolved this issue

Standard 9: Assessment of Candidate Competence

Standard Met

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

Findings

Interviews with current candidates and program graduates show that they know and are able to demonstrate the professional knowledge and skills necessary to educate all students in meeting state academic standards. A review of the documents, assessments and interviews with candidates and faculty shows that candidates meet the Commission-adopted competency requirements as specified in the program standards.

Multiple Subject Credential

Multiple Subject Credential with Internship

Findings on Standards

Patten University serves 40 multiple and single subject candidates in a practical application credential program that is connected to research. The program's faculty and staff emphasize the importance of meeting candidate needs and evidence consistently emerged suggesting that this is a hallmark of the program. The small size created a learning community that is exemplified by positive nurturing relationships.

The three-semester program is designed to start with foundational theory and concludes with advanced practical application coursework that is coordinated with the student teaching semester. The small size results in the majority of courses combining multiple and single subject candidates.

Multiple and single subject candidates complete two semesters of fieldwork. The first semester candidates complete 100 hours of directed observations and teaching. The second semester involves traditional full time field experience.

Coursework provides multiple opportunities for candidates to submit and receive feedback on tasks that assist in the development of reflective thinking. Candidates' competence is assessed summatively through the completion of a portfolio, California Teaching Performance Assessments, and field experience evaluation.

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards in the Multiple Subject Program are met with the exception of the following:

Standard 8A: Pedagogical Preparation for Subject-Specific Content Instruction - Met with Concerns

Elements a-e Candidates are exposed to the state adopted academic content standards and frameworks, however, students do not have adequate time to plan, and implement instruction that foster mastery of the state adopted content standards and framework.

Standard 14 Preparation to Teach Special Populations in the General Education Classroom - Met with Concerns

Element (d) Candidates have limited exposure to learn, select, and use assistive technology.

Standard 17: Preparation to Teach Special Populations in the General Education Classroom - Not Met

Element (a) Candidates have been placed for student teaching without meeting the state basic skills or subject matter requirement.

Standard 19: Assessment Administered for Validity, Accuracy and Fairness - Met with Concerns

The institution does not have a clear procedure in place to monitor the administration of the TPA in a manner that ensures equitable treatment of the candidates. The institution does not have a well defined process to ensure assessor calibration.

Standard 21: Assessment Administration, Resources and Reporting – Met with Concerns

The program has taken many steps to inform candidates about the purpose and value of the Teaching Performance Assessment. At this time, the communication provided minimally informs candidates of the useful basis the TPA's have for the development of their individual induction plan.

**Single Subject Credential
Single Subject Credential with Internship**

Findings on Standards

Patten University serves 40 multiple and single subject candidates in a practical application credential program that is connected to research. The program's faculty and staff emphasize the importance of meeting candidate needs and evidence consistently emerged suggesting that this is a hallmark of the program. The small size created a learning community that is exemplified by positive nurturing relationships.

The three-semester program is designed to start with foundational theory and concludes with advanced practical application coursework that is coordinated with the student teaching semester. The small size results in the majority of courses combining multiple and single subject candidates.

Multiple and Single subject candidates complete two semesters of fieldwork. The first semester candidates complete 100 hours of directed observations and teaching. The second semester involves traditional full time field experience.

Coursework provides multiple opportunities for candidates to submit and receive feedback on tasks that assist in the development of reflective thinking. Candidates competence is assessed summatively through the completion of a portfolio, California Teach Performance Assessments, and field experience evaluations.

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards in the Single Subject Program are met with the exception of the following:

Standard 4: Pedagogical Thought and Reflective Practice-Met with Concerns

Element d Candidates are generically exposed to the pedagogical perspectives and disciplines of knowledge articulated in the subject specific frameworks. The practice of combining candidate from multiple disciplines into curriculum courses limits opportunities to evaluate, articulate, and reflect on subject specific pedagogy.

Standard 7B: Single Subject Reading, Writing, and Related Language Instruction in English– Not Met

Element b Candidates are exposed to reading strategies however, the small size limits the institutions ability to provide a rich array of content specific reading and writing strategies.

Elements c, f Fieldwork assignments inconsistently include subject specific reading instruction in the components of teaching comprehension, assessment, and use of language.

Element e: The small size of the institution results in single subject candidates being instructed simultaneously with multiple subject candidates.

Standard 8B: Pedagogical Preparation for Subject-Specific Content Instruction by Single Subject Candidates - Met with Concern

Elements a-h, j Candidates are exposed to the state adopted academic content standards and frameworks. However, the small program size results in candidates from various Single Subject disciplines being combined into one methods course. This practice offers limited opportunities for direct instruction in mastering the concepts embedded in state frameworks. The team acknowledges that higher enrollment during the summer of 2008 resulted in students having more opportunity to examine the content articulated within the state frameworks.

Standard 14 Preparation to Teach Special Populations in the General Education Classroom- Met with Concern

Element (d) Candidates have limited exposure to learn, select, and use assistive technology.

Standard 17: Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence – Not Met

Element (a) Some candidates have been placed for student teaching without meeting the state basic skills or subject matter requirement.

Standard 19: Assessment Administered for Validity, Accuracy and Fairness- Met with Concerns

The institution does not have a clear procedure in place to monitor the administration of the TPA in a manner that ensures equitable treatment of the candidates. The institution does not have a well defined process to ensure assessor calibration.

Standard 21: Assessment Administration, Resources and Reporting – Met with Concerns

The program has taken many steps to inform candidates about the purpose and value of the Teaching Performance Assessment. Yet at this time, the communication provided minimally informs candidates of the useful basis the TPA's have for the development of their individual induction plan.